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ABSTRACT

The purpose of this project was to determine if the present undergraduate and graduate reading curriculum at Kansas State College of Pittsburg (KSCP) should be revised to better prepare teachers to teach reading to rural disadvantaged youth in Southeast Kansas. A survey instrument was developed and sent to teachers who had attended KSCP within the last three years and had received training at the under undergraduate and/or graduate level. The 182 respondents who returned the surveys reported their preparation for teaching reading according to the level(s) of courses taken. The surveys were analyzed in terms of: teachers having taken only an undergraduate reading methods course, teachers having taken only a graduate reading methods course, and teachers having taken courses both at the graduate and undergraduate levels. Teachers were also asked to suggest improvements in five areas of coursework: skills, methods, materials, diagnosis, and remediation. Based on the results of the survey, a trends and practices course entitled "Materials in Reading" will be introduced to the curriculum committee and Faculty Senate for adoption. (WR)

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Final Report

Project No. 2-G-053

Grant or Contract No. OEG-7-72-0061 (509)

CURRICULUM REVISION FOR THE IMPROVEMENT OF READING INSTRUCTION IN SOUTHEAST KANSAS

Dr. Sandra Greer
Kansas State College of Pittsburg
Pittsburg, Kansas

February 15, 1974

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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CS 001 011

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Abstract

This project was undertaken to determine if the present undergraduate and graduate reading curriculum at Kansas State College of Pittsburg (KSCP) should be revised in order to better prepare teachers to instruct reading to rural disadvantaged students in Southeast Kansas.

Surveys were constructed and distributed to elementary teachers in ten Southeast Kansas counties who had taken reading coursework at the undergraduate and/or graduate level within the past three years at KSCP. There were 182 surveys returned for tabulation.

Respondents reported their preparation for teaching reading according to the level(s) of courses taken: undergraduate, graduate, or courses at both the undergraduate and graduate levels. The surveys were analyzed according to these divisions. Teachers having taken only an undergraduate reading methods course rated their preparation for teaching reading lower than students who received training at the graduate level.

Teachers surveyed were asked to suggest improvements, if any were needed, in five areas of coursework: skills, methods, materials, diagnosis, and remediation. Compiled also were teachers' perceptions of problems peculiar to rural disadvantaged students.

To determine approaches taken by other colleges and universities to combat similar problems in teaching rural disadvantaged, the project director interviewed professors who trained teachers to work with rural disadvantaged students.

Using the suggestions of these teacher training personnel, ideas suggested by the survey respondents, and projects undertaken by individual teachers and schools visited, the director video taped some of the materials and methods for use in undergraduate and graduate reading classes for the purpose of improving instruction.

Based on the survey results, a trends and practices course entitled "Materials in Reading" will be introduced to the curriculum committee and Faculty Senate for adoption during the 1973-74 academic school year.

I. Problem and Objectives

Over the past decade much research has been directed toward urban disadvantaged youth -- identifying characteristics, educational needs, and methods for the most effective instruction. Reading, because it is a primary tool used in most areas of curriculum for learning, has received its share of the researchers' attention. Conversely, the reading problems as well as the other educational needs of the rural disadvantaged student have largely been ignored.

This study then was initiated with the purpose of determining what, if any course modifications or revisions should be made in training teachers at Kansas State College of Pittsburg (KSCP) for the teaching of reading to rural disadvantaged students in Southeast Kansas.

With the advent of the nationwide "right to read" thrust in the seventies, this study would appear to take on even greater significance: improvement in reading achievement will be to a great extent what the teacher can do to meet the needs of students in reading instruction. She must be adequately trained if the amelioration and obviation of reading problems is to be controlled.

II. Methods and Procedures

Survey of Teachers

To accomplish the major objective a survey instrument was devised for teachers who had attended KSCP within the last three years and had received training in reading at the undergraduate and/or graduate level. See Appendix A.

The survey was limited to teachers of elementary schools in the ten county area of Southeast Kansas as shown on the chart in Appendix B. The surveys were distributed to elementary school principals in those counties together with a cover letter explaining who should receive the surveys. The results reported are based on 182 returned surveys. Teachers indicated on the

survey form whether they had taken reading courses at KSCP at the undergraduate level, the graduate level, or both graduate and undergraduate levels. Their responses to the questions on the survey were analyzed according to these three divisions.

Respondents with Undergraduate Training

Of the total number responding to the survey, 39 teachers reported that they had taken only an undergraduate methods course. In the area of skills (reading readiness, word analysis, comprehension, and work-study) 41 percent to 49 percent of the respondents reported that their training had been Fair. From 34 percent to 41 percent felt that their training had been Poor. Only 3 percent to 17 percent reported that their training in the skill areas had been Excellent or Good. See Table 1.

In the other areas surveyed more than one-third of the respondents reported their training in methods, materials, and procedures for evaluation as being Poor. Adjustment of content was rated as being Fair by 46 percent and Poor by 28 percent of that group. Identification of problems, diagnosis of problems, and techniques of remediation received a Poor rating by more than one-third of the persons reporting in that group.

Table 1

TEACHERS' RATING OF UNDERGRADUATE READING METHODS COURSES AS TAUGHT AT KSCP
Reported in Percentages*

Areas of Coursework	Ratings and Percent of Responses			
	Excellent	Good	Fair	Poor
Reading Readiness	11	08	41	41
Word Analysis	06	17	46	31
Comprehension	03	19	49	30
Work-study Skills	06	11	49	34
Methods	13	28	23	36
Materials	18	29	18	35
Procedures for Evaluation	15	23	26	36
Adjustment of Content	08	18	46	28
Identification of Problems	05	15	44	36
Diagnosis of Problems	03	12	44	41
Techniques for Remediation	06	11	39	44
Classroom Organization	09	26	34	31

*Number of teachers in sample, 39. Not all teachers checked all areas

Suggestions for Improvement of Instruction

The survey also included a section which requested suggested means of improvement of reading coursework in five different areas. Suggestions by teachers with only undergraduate training are listed below. Only responses listed three or more times were recorded for reporting.

Skills

More emphasis on phonics

More time on instruction in specific skills

Materials

New approaches and materials

More demonstrations of materials

Diagnosis

How to diagnose reading problems

Remediation

How to remediate reading problems

Other

More required courses

Classroom organization techniques

Respondents with Graduate Training

Results of the surveys returned by persons taking graduate courses only may be seen in Table 2. Overall, the percentages for all areas surveyed were higher than the ratings of the undergraduate methods course. No less than two-thirds of the respondents reported that their preparation in all areas was Good; 39 percent reported that the preparation in identifying of problems and diagnosis of reading problems was Excellent. Less than 20 percent reported any area of preparation as being Poor, with those percentages ranging from 7 to 18.

Table 2

TEACHERS' RATING OF GRADUATE READING COURSES
AS TAUGHT AT KSCP
Reported in Percentages*

Areas of Coursework	Ratings and Percent of Responses			
	Excellent	Good	Fair	Poor
Reading Readiness	17	46	22	15
Word Analysis	17	43	26	15
Comprehension	13	45	31	11
Work-study skills	10	42	33	15
Methods	24	43	26	07
Materials	28	49	14	09
Procedures for Evaluation	19	45	24	12
Adjustment of Content	04	53	28	15
Identification of Problems	39	34	16	10
Diagnosis of Problems	39	38	18	10
Techniques for Remediation	21	40	23	16
Classroom Organization	15	35	31	18

*Number of teachers in sample, 67. Not all teachers checked all areas.

Suggestions for Improvement of Graduate Courses

Although ratings were higher on the graduate level courses, students did make suggestions of ways to improve instruction in the courses in five different areas. Listed below are the suggestions with regard to the areas surveyed:

Skills

More concentration on skills teaching

More information on readiness

More vocabulary skills

More understanding of skills charts

Reading Methods

Different types of methods

Means of implementing individualized approach

Materials

More diversified material

Methods for analyzing materials

Knowledge of more materials for problem readers

Diagnosis

Methods for diagnosing

Remediation

Suggestions for remediation

Ways to organize classroom for better instruction

Respondents with Undergraduate and Graduate Training

The evaluation of reading coursework by the 76 students having taken both undergraduate and graduate level courses is shown in Table 3. Eight categories surveyed were rated as having been Good by 40 to 53 percent of the respondents. These areas were reading readiness, word analysis, comprehension, work-study skills, methods of teaching reading, materials, evaluation procedures, and identification of reading problems. The remaining areas, content adjustment, diagnosis of reading problems, techniques of remediation, and classroom organization, were rated as being Good by 31 to 37 percent of those responding. The areas which received the highest percentage of Fair ratings were adjustment of content area materials and techniques for remediation of reading problems. Diagnosis of reading problems received an Excellent rating by 29 percent of the respondents, the highest percentage given in the Excellent category. Ratings of Poor ranged between zero percent for materials to 14 percent for methods of teaching reading.

Suggestions for Improving Instruction

Listed below are the suggestions made by those persons having taken both undergraduate and graduate level courses. Only suggestions listed three or more times are included in the listing.

Skills

More "how to's"

Instruction in teaching comprehension

Instruction in skills sequence

Methods

More practical experience with methods

More knowledge of different methods

Table 3

TEACHERS' RATING OF UNDERGRADUATE AND GRADUATE
READING COURSES AS TAUGHT AT KSCP
Reported in Percentages*

Areas of Coursework	Ratings and Percent of Responses			
	Excellent	Good	Fair	Poor
Reading Readiness	11	49	27	13
Word Analysis	16	41	31	10
Comprehension	10	41	39	09
Work-study skills	11	40	39	09
Methods	14	49	21	14
Materials	19	46	31	00
Procedures for Evaluation	20	49	29	01
Adjustment of Content	10	33	47	06
Identification of Problems	23	53	16	09
Diagnosis of Problems	29	37	21	10
Techniques for Remediation	13	31	43	09
Classroom Organization	17	36	36	10

*Number of teachers in sample, 76. Not all teachers checked all areas.

Materials

More new materials presented

More supplementary materials

Actual preparation of materials

More instruction in using materials

Diagnosis

None

Remediation

More procedures for regular classroom

More procedures for special classes

Problems Encountered in Teaching Rural Students to Read

One other aspect of the survey dealt with the problems encountered in teaching rural students to read. Teachers were asked to respond to the question: What are the problems encountered in teaching rural students to read? Three responses and the percentage of students checking each response are listed as follows: poor language background of students, 36 percent; lack of background of experience, 35 percent; and insufficient materials for teaching reading, 22 percent.

Table 4

RESPONSE TO QUESTION: WHAT ARE PROBLEMS ENCOUNTERED IN TEACHING RURAL STUDENTS TO READ?

Problem Areas	Total Teachers	Teachers designating problem area	%
Poor Language Background of Students	182	65	36
Lack of Background of Experience	182	64	35
Insufficient Materials for Teaching Reading	182	40	22

Parent Survey

Another component of the project was to determine parental attitudes toward reading: the importance of reading in the learning process; reading skills desired for their children; suggestions for the schools' reading programs; the importance of reading in the home.

A total of 300 surveys were distributed to ten elementary attendance centers randomly chosen from the ten county area of Southeast Kansas. The ten Unified School Districts represented are shown in Appendix C as are the counties in which the schools are located. Appendix D contains the Parent Survey.

The surveys were distributed to three randomly chosen grade levels: one, five, and six. If there were two or more classes at each of the designated grade levels, the surveys were distributed to the teachers within each grade whose names would appear first in an alphabetical listing. The surveys were then sent to the parents of children whose names appeared beside the even numbers in a class roster, a maximum of ten surveys per class.

Parents were asked to complete the surveys anonymously, return them to the schools sealed in an envelope, which was provided. The principal or a school representative then collected the surveys and mailed them to the project director for tabulation. Of the 300 surveys distributed, 224, 74.6 percent, were returned for analysis. Of that number 221 respondents felt that reading was of great importance to the learning process; the remaining three reported reading to be of some importance.

Reading Skills

For a summary of the skills which parents reported important for children to possess, the reader is directed to Table 5. The most important reason for being able to read was reported as being to read for pleasure and vocation. Almost three-fourths, 71 percent of those parents responding, ranked this item as being first. Rank-

Table 5

SUMMARY OF READING SKILLS RANKED BY PARENTS
IN ORDER OF IMPORTANCE

Types of Reading and Skills	N	Number Responding	%
To Read for Both Pleasure and Vocation	224	166	74
To Increase Comprehension	224	140	61
To Improve Vocabulary	224	137	61
To Increase Speed	224	89	40
To Read at Grade Level	224	80	36
To Read for Pleasure	224	10	05
To Read for Vocation	224	0	00
Do Not Care	224	0	00

ing second was to increase comprehension, 63 percent; and to improve vocabulary, 61 percent. When reading for pleasure or vocation were listed separately they were checked fewer times than any other categories, the two combined netted the largest response. Only one-third of the parents checked reading at grade level as being important.

Reading Importance at Home

To gain additional insight as to the importance of reading, two questions were asked of parents regarding reading in the home: (1) reading material provided in the home and (2) children's reading habits at home. Almost two-thirds of the parents, 64 percent, said that they subscribed to one or more magazines and owned encyclopedias, 144 and 149 respondents, respectively. Of the total number responding to the second question concerning reading habits at home, 136 families, 75 percent, reported that their children enjoyed reading at home for pleasure. Less than one-fourth of the parents, 22 percent, felt that their children had difficulty completing homework assignments involving reading.

Parents were asked to make suggestions regarding the improvement of their schools' reading programs. If a recommendation appeared three or more times in the tabulation, they are included in the list which follows: (responses are categorized for ease in reporting)

Suggestions for Improving Schools' Reading Programs

Library

Lengthen library hours

Provide better library facilities

Provide place for children to read in the library

Make more books available

Parental Involvement

Provide more and better communication to parents about reading program

Involve parents more with program

Send materials home for parents to help children

Pleasure Reading

Encourage reading, other than assignments

Provide achievement programs in reading

Make reading more interesting

Reading to students

Give more pleasure reading than required reading

Skills

Give more emphasis to reading, *per se*

Teach more phonics

Emphasize comprehension in conjunction with rate

Special Reading Help

Provide good remedial program

Establish special classes

Hire a remedial teacher

More communication between special reading teacher and classroom teacher

Miscellaneous

Give more contemporary experiences with reading

Make better use of available materials

Put greater emphasis on reading in first three grades to reduce problems later

Make more reading required

Provide more reading help in the classroom

Interviews with College and University Personnel

To gain additional insights for improving coursework in reading the director interviewed reading personnel from colleges and universities which offer programs in reading for students preparing to teach in rural settings. These persons were Dr. Barbara Carter, Georgia Southern College, Statesboro, Georgia; Dr. Lacy Macotte, Nicholls State Colleg, Thibodaux, Louisiana; Dr. George Mason, University of Georgia (Athens); Dr. Richard Robinson, University of Missouri (Columbia). The four work in the field providing inservice training as well as regular coursework to undergraduates and to teachers in the field.

Pre-service training of students at the four institutions differed in some respects. All four schools required at least one basic foundations or methods course for prospective elementary teachers at the undergraduate level. At one of the four colleges two undergraduate courses in reading were required before elementary education majors could be certified to teach. Concentration in the second course involved the tutoring of disabled readers by the undergraduates. These elementary children were referred from both rural and suburban schools. It was reported that by comparison the rural students, in general, demonstrated a weaker language base, poorer conceptual background, and fewer experiences than their counterparts from suburban schools. More emphasis was placed on building background, meaning vocabulary, and expressive language in the tutoring program through a variety of teaching material and techniques.

Each of the four schools offered graduate level work in reading: a master's and a six-year step between the master's level and doctoral level. Two of the four institutions offered a doctorate in the area of reading or with an emphasis in reading.

No reading courses designed specifically for working with rural students were included in the curriculum at any of the levels, undergraduate or graduate, although diagnostic and teaching practicum courses at the graduate level involved some majors working with rural students in come capacity. In addition, courses at the graduate

level emphasized knowledge of research in many areas, one being the disadvantaged and reading.

Visits to Schools

Visits were made to attendance centers and materials centers in Southeast Kansas for the purpose of gaining additional insights in some of the methods of improving reading achievement among rural students. Each center visited had been recommended to the investigator as one having an innovative program with personnel working toward the eradication of reading problems. Programs visited include the following: (1) special class of children with specific language disabilities being given instruction with the Slingerland method of teaching reading, a highly structured synthetic approach to teaching reading; (2) interview with a principal of a "right to read" elementary school and a tour of the classrooms within the school where volunteer tutoring, individualized reading classes and a centralized materials center were shown;(3) first grade class being tutored by sixth graders with reading problems; (4) first grade class with innovative ideas used to teach phonics skills lessons; (5) fifth grade class with a paraprofessional used for skills teaching and conducting conferences in an individualized reading program; (6) tour of an educational modulation center with the most current reading materials housed there, with explanations of uses of materials given.

III. Results

The results of the study may be analyzed as follows: In the teacher survey teachers with less training, undergraduate coursework only, Table 1, viewed their preparation for teaching reading in rural Southeast Kansas as being weaker in all areas surveyed than did teachers who received training at both the undergraduate and graduate levels. Only 3 to 17 percent with an undergraduate course only classified their training as Good, whereas two-thirds of the teachers with one or more graduate courses, Table 2, rated their preparation as Good. Evaluation by 40 to 53 percent of the respondents with training in reading at both levels, Table 3, rated their preparation as Good in eight of the categories included in the survey. Analysis of this data would indicate that the graduate reading coursework is superior in all areas to the undergraduate preparation.

Using a weighted mean to rank the skills area preparation by all respondents to the survey, the three greatest areas of need reported were as follows: adjustment of content area materials, the greatest concentration needed; work-study skills, second; and techniques for remediation of problems, third. Table 6 contains the complete ranking of the skill areas.

From the 182 surveys returned by public school teachers who teach reading in Southeast Kansas, the following data were obtained. Teachers were to rate previous coursework in regard to the different areas of preparation for developing reading skill in rural students. These areas are shown in Table 1 and are ranked in order as derived by computing a weighted mean for each area, $\frac{\text{sum (ratings x frequencies)}}{\text{sum (frequencies)}}$. From this list the areas that need more concentration can be determined. For example, preparation for developing skills in adjustment of content area materials is ranked first, therefore, indicating a greater need for this type of preparation than identification of reading problem, ranked tenth.

Table 6

RATINGS OF READING SKILLS PREPARATION AS TAUGHT AT KSCP
SKILLS RANKED IN ORDER OF NEED

Skills Preparation Area	N	Rank	Weighted Mean
Adjustment of Content Area Materials	162	1	2.65
Word-Study Skills	167	2	2.60
Techniques for Remediation of Problems	166	3	2.55
Word Analysis Skills	167	4	2.50
Reading Readiness Skills	164	5	2.46
Comprehension Skills	166	6	2.45
Methods of Reading Instruction	168	7	2.39
Procedures for Evaluation	166	8	2.33
Diagnosis of Reading Problem	168	9	2.31
Identification of Reading Problem	175	10	2.23
Materials for Teaching Reading	166	11	2.22

Respondents with undergraduate and/or graduate training listed copious suggestions in all areas of reading instruction for improvement of coursework, pages 4, 6, 7, and 9. The recommendations appeared so diversified as to make it difficult to pinpoint a specific area of need for upgrading one particular course. Skills and materials ranked high as far as suggested improvements; yet, with the exception of the responses of the teachers with pre-service training only, neither of these areas appeared exceptionally low in the survey of skill areas.

In the survey of parents, Table 5, the respondents reported the skills and types of reading they felt were important in instruction. Reading for pleasure and vocation; reading to improve comprehension, and reading to improve vocabulary were ranked as the three most important aspects of the reading process for students to possess.

Suggestions for improvement of the schools' reading programs by the parents were as diversified as the responses by teachers concerning the improvement of college coursework in reading. Of apparent concern to parents were the library and its use, more parental involvement in the reading program, pleasure reading, skills, special reading help for students, as well as numerous miscellaneous suggestions. These recommendations were listed previously on pages 13 and 14.

Interviews with college personnel emphasized the need for greater contact of teachers with disadvantaged rural students while taking reading college coursework in order to better understand the background and needs of these children, page 15.

Public school personnel also demonstrated a variety of methods, techniques, and materials used to teach reading to the disadvantaged rural student, page 16.

A number of these techniques and demonstrations of materials were brought back to a graduate class to be video-taped for use in undergraduate classes as well as in a new senior-graduate class.

Video-tape sessions of fifteen minutes each were made by 15 students. Each micro-teaching technique, method, or material was first used by the student in a tutoring situation and then taped for future use. The sessions included demonstrations of: (1) micro-teaching procedures of word attach skills; (2) demonstration of reading methods appropriate for disadvantaged rural students, e.g., language experience approach; (3) description, demonstration with children, and evaluation of materials used in teaching and testing reading skills. Many of the materials such as the Fountain Valley Teacher Support System (Zweig Corporation) and The Hoffman Reader (Hoffman Systems, Inc.) were materials seen in the field being used effectively by classroom teachers.

IV. Conclusions

From the suggestions for the improvement of coursework from teachers in the field, parents of elementary school children, professional college personnel, and visits to attendance and materials centers, it was determined that a new course should be developed to incorporate the ideas and suggestions derived from this study.

The course developed needed to be diverse enough in its approach that the ideas from the study could be the basis for improving the instruction being given to the rural disadvantaged students of Southeast Kansas. The course which evolved is entitled "Materials in Reading" (725) and is open to seniors and graduate students interested in the improvement of reading instruction. The content of the course includes the current trends and practices of teaching reading, with emphasis on the materials included in those methods and contemporary approaches which may be more advantageous for teaching the rural disadvantaged student. Emphasis in the course is placed on selection, user, and adaptations of materials in relation to the skill needs of students,

their modalities for learning, their language and experiential background. Included also in the course are evaluations of materials in terms of skills purportedly taught; readability levels, economy of purchase, operation, maintenance; practicability of use in/out of the classroom.

Other important aspects of the course are: (1) the visitations to schools and centers housing the latest in reading of software and hardware with teachers in the centers demonstrating with rural students effective uses of the materials; (2) materials to use to improve reading in the content areas; (3) approaches for teaching work-study skills, including professional sourcebooks from which teachers may glean ideas; (4) creative teacher-made ideas for remediating reading problems; (5) methods to involve parents more directly with the reading program.

APPENDIX A

KANSAS STATE COLLEGE of PITTSBURG

66762

Reading Survey

The Educational Services Center at Kansas State College of Pittsburg is conducting a survey as part of a curriculum revision project in the area of reading. If you have taken reading courses at KSCP, either at the undergraduate or graduate level, please complete the following questionnaire and return in the self-addressed stamped envelope. Your participation in this project will be greatly appreciated.

If you would like a copy of the results of the survey, please check the box at the end of the questionnaire.

Sincerely,

Sandra Greer, Director
Reading Services

Check reading courses taken at KSCP:

UNDERGRADUATE:

1. Reading for the Elementary Teacher ( )
2. Reading/Language Arts Methods ( )

GRADUATE:

1. Problems in Teaching Reading ( )
2. Diagnosis of Reading Difficulties ( )
3. Practicum in Remediation of Reading Difficulties ( )
4. Workshops or Seminars in Reading ( )
   (Description:_____
   _____)

Please rate the following areas in relation to the knowledge you acquired in courses preparing you to teach reading to rural students.

Circle the appropriate number to the right of each item using the following scale: (1) Excellent, (2) Good, (3) Fair, (4) Poor.

Reading readiness skills	1	2	3	4
Word analysis skills	1	2	3	4
Comprehension skills	1	2	3	4
Work-study skills	1	2	3	4
Methods of reading instruction	1	2	3	4
Materials for teaching reading	1	2	3	4
Procedures for evaluation	1	2	3	4
Adjustment of content area materials	1	2	3	4
Identification of reading problems	1	2	3	4
Diagnosis of reading problems	1	2	3	4
Techniques for remediation of problems	1	2	3	4
Techniques for classroom organization (Individualizing, Grouping, etc.)	1	2	3	4

Please list briefly your suggestions for improving instruction in reading methods courses as they relate to the needs of rural students.

SKILLS: _____

READING METHODS: _____

MATERIALS: _____

DIAGNOSIS: _____

REMEDIATION: _____

OTHER: _____

Check those problems encountered in teaching the rural disadvantaged to read.

_____ Poor language background of students

_____ Lack of background of experience of students

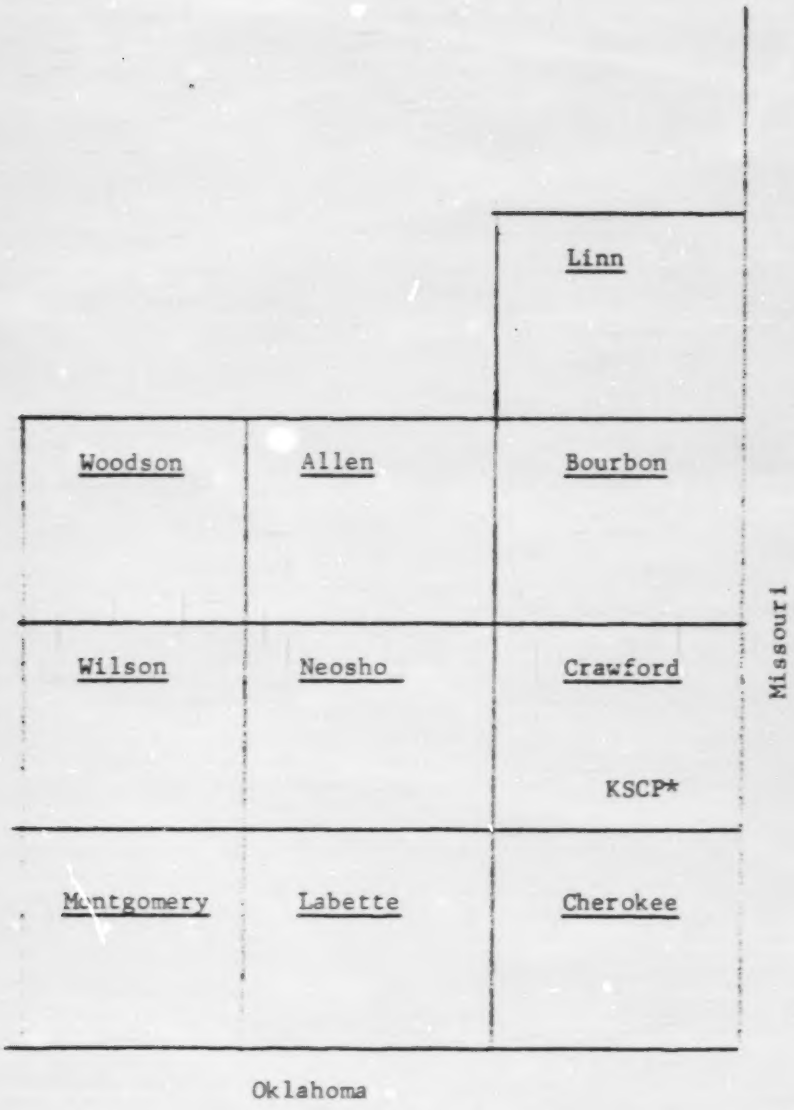
_____ Insufficient materials for teaching reading

_____ Other (_____)

( ) Copy of survey results

Appendix B

SOUTHEAST KANSAS



Appendix C

UNIFIED SCHOOL DISTRICTS REPRESENTED IN PARENT SURVEY

District	Town	County
USD 247	Cherokee	Crawford
USD 445	Coffeyville	Montgomery
USD 101	Erie	Neosho
USD 249	Frontenac	Crawford
USD 499	Galena	Cherokee
USD 258	Humboldt	Allen
USD 256	Moran	Allen
USD 504	Oswego	Labette
USD 344	Pleasanton	Linn
USD 235	Uniontown	Bourbon

Appendix D

KANSAS STATE COLLEGE of PITTSBURG 66762

The Educational Services Center at Kansas State College is conducting a survey as part of a curriculum revision project in the area of reading. You have been selected as a participant in this survey. Since you have school age children, your response to these items will be appreciated.

Please complete the questions below and return the survey to the school in the envelope provided. Check the box at the bottom of the page if you would like a summary of the results.

Sincerely,

Dr. Sandra Greer
Kansas State College

1. School District residing in _____
   County_____

2. Number of elementary age children_____
   below school age children _____

3. How do you rate reading ability to the learning process
   _____ not important
   _____ some importance
   _____ great importance

4. What reading skills would you like for your children to possess
   _____ do not care
   _____ ability to read at grade level
   _____to increase speed
   _____to increase comprehension
   _____to improve vocabulary
   _____other - Please list. _____
   _____to read for pleasure
   _____to read for vocation
   _____to read for both pleasure and vocation

5. What suggestions do you have for the reading program in your district _____

6. Do you have world books or encyclopedias? _____Yes _____No
   How many magazines do you subscribe to? _____

7. Does your child enjoy reading at home for pleasure? _____Yes _____No
   Does he have difficulty completing assignments involving reading? (Answer only if child is above first grade) _____Yes _____No

8. Other comments or suggestions _____
   ( ) Copy of survey results

Appendix E

Types of Materials Used to Instruct Rural Disadvantaged Students

I. Software:

A. Basal Reader Systems by the following publishers:
Allyn and Bacon, Inc.
Ginn and Company
Holt, Rinehart, and Winston, Inc.
Houghton-Mifflin Publishing Co.
Scott, Foresman, and Co.

B. Language Experience Materials:
Language Experiences in Early Childhood
Language Experiences in Reading (Both by Encyclopedia Britannica)

The Monster Books for Beginning Readers (Bowmar Publishers, Inc.)

Thinking Box Program (Benefic Press)

First Talking Storybook Box (Scott, Foresman, and Co.)

The Sounds of Language Series (Holt, Rinehart, Winston, Inc.)

Concept Starter Cards (Scott, Foresman, and Co.)

C. Skills Materials
Reading for Understanding (Science Research Associates)
What's in a Name? Series (Barnell-Loft, Ltd.)
Picto-Cabulary Series (Barnell-Loft, Ltd.)
Target Reading Series (Laidlaw Brothers)
Specific Skills Series (Barnell- Loft, Ltd.)
DISTAR (Science Research Associates)
Target Red, Blue, Green, and Yellow (Field Educational Enterprises)
First Talking Alphabet (Scott, Foresman, and Co.)
Goldman-Lynch Sounds and Symbols Development Kit (American Guidance Services
Phonics We Use Learning Games Kit (Lyons and Carnahan)
Reading for Concepts (Webster, McGraw-Hill)
Screening Tests for Identifying Children with Specific Language Disability (Educators Publishing Services)

D. High Interest/Low Vocabulary Materials
Checkered Flag Series (Field Educational Enterprises)
Reader's Digest Skill Builders (Reader's Digest)
Reading Incentive Series (Bowmar Publishing Co.)
The Jim Forest Readers (Field Educational Enterprises)

II. Hardware:

A. Teaching Aids
Hoffman Reading Program (Hoffman Information Systems)
Auto-Vance Study Mate (The Singer Company)
Language Master (Bell and Howell)
Phono-Viewer (General Learning Corp.)

B. Assessment Programs
Fountain Valley Teacher Support System (Zweig Corp.)
RX Program (Psychotechnics)